

Goal: Students will find quantities by counting items depicted in Western art and discuss their purpose as it relates to their jobs.

Prior Knowledge: Career choices, number recognition

Observation: Display artwork depicting cowboys

Discuss: What does a cowboy wear? Why does he wear a cowboy hat? How many hats can you identify? What is a cowboy's job? What is the artist trying to teach us about cowboys in these paintings?



Supplies: “Cowboy Counting” activity sheet, pencil

Activity: Students will count the number of cowboy related gear they see in each painting and then add to find the sum. (Hint: Only count items they can see, not what is assumed in the background.)

Process: Show the first painting depicting cowboys. The students will write down the number of cowboy hats they see on the first blank. Show the second painting and have them write down the number of hats on the second blank. The students will then add the two numbers to find the sum. Discuss the purpose for each cowboy item counted and have the students write a response. Repeat the process again for boots, ropes, and bandanas.

“If I were a cowboy or cowgirl I would need 1 hat, 2 boots, 1 rope, 1 saddle, and 3 canteens of water for my horse.”

Time: ½ hour (+ ½ hour for “If I Were A Cowboy or Cowgirl”)

Modifications: Print copies of cowboy images and gear with labels for students to view at their table.

Alternate Activity: After viewing paintings of cowboys, students will write out the number of items they would need if they were a cowboy and then draw and color a picture with their items.

Standards

Math

K.CC.B.5. Count to answer “how many?”

K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.MP.2. Reason abstractly and quantitatively.

Art

Visual Arts, Anchor Standard # 1 Generate and conceptualize artistic ideas and work a. Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as with paper, markers, clay and crayons).

Arizona Department of Education: K-12 Academic Standards <http://www.azed.gov/standards-practices/>



Olaf Wieghorst (1899-1988)
Roundin' Up the Herd, ca. 1955
 Oil on burlap, 33 ½ X 38 ½ inches framed
 86.82, Gift of Mr. Alan S. Ray

About the Artist: Wieghorst was an artist devoted to portraying the old West. As a boy in Copenhagen he had cultivated a passion for horses and was fascinated by Frederic Remington's Western illustrations. America beckoned, and in 1918 he jumped ship in New York, subsequently serving with the Fifth U.S. Cavalry on the Mexican border in Texas and Arizona from 1919 to 1922. After his discharge, Wieghorst cowboied in New Mexico until love drew him back to New York and the girl he left behind. He worked as a mounted policeman until he resettled in California in 1945. By the mid-1950s, Wieghorst's art career had taken off. Untrained like other Western painters in the Remington and Russell mold, he would claim the horse as his "greatest teacher." ***Roundin' Up the Herd*** uses dramatic composition to pay homage to the iconic figure of the cowboy silhouetted against the sky, riding hard, with open land stretching to distant bluffs behind.

Brian W. Dippie, ***Crossroads: The Desert Caballeros Western Museum at Fifty***, 122 (2010)

Olaf Wieghorst, forward to Laird, *Carl Oscar Borg and the Magic Region*, XI-XII.

[Raymond Carlson], "The West of Olaf Wieghorst," ***Arizona Highways*** 31 (December 1955)



R. Farrington Elwell (1874-1962)

Supremacy

Oil on canvas, 49" X 39" inches framed

About the Artist: Elwell first attracted the attention of William F. "Buffalo Bill" Cody in the mid-1890s. He noticed Elwell sketching the action at a Wild West performance in Boston and took the young man under his wing. He worked for Cody, managing his ranch properties in Wyoming while advancing his own career as an illustrator. Before World War II, he took up permanent residence in Arizona, first in Wickenburg and then Phoenix. Elwell leaned on Russell in portraying cowboy subjects. As an illustrator, Elwell worked in black and white; as an artist, he achieved jewel-like effects in color that impressed his admirers.

Brian W. Dippie *Crossroads Desert caballeros Western Museum at Fifty*, 117 (2010)

Frederick A. Mark, "Last of the Old West Artists," *Montana: The Magazine of Western History* 7 (Winter 1957)

"R. Farrington Elwell, Painter," *Arizona Highways* 21 (March 1945)

COWBOY COUNTING

Directions: Write down the total for each item you see in the painting and then add to find the sum.



How many hats?

Painting 1		Painting 2		Sum
_____	+	_____	=	_____

A cowboy wears a hat to _____.



How many boots?

_____	+	_____	=	_____
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A cowboy wears boots to _____.



How many ropes?

_____	+	_____	=	_____
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A cowboy uses a rope for _____.



How many bandanas?

_____	+	_____	=	_____
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A cowboy wears a bandana to _____.

If I Were A Cowboy or Cowgirl

Name _____ Date _____

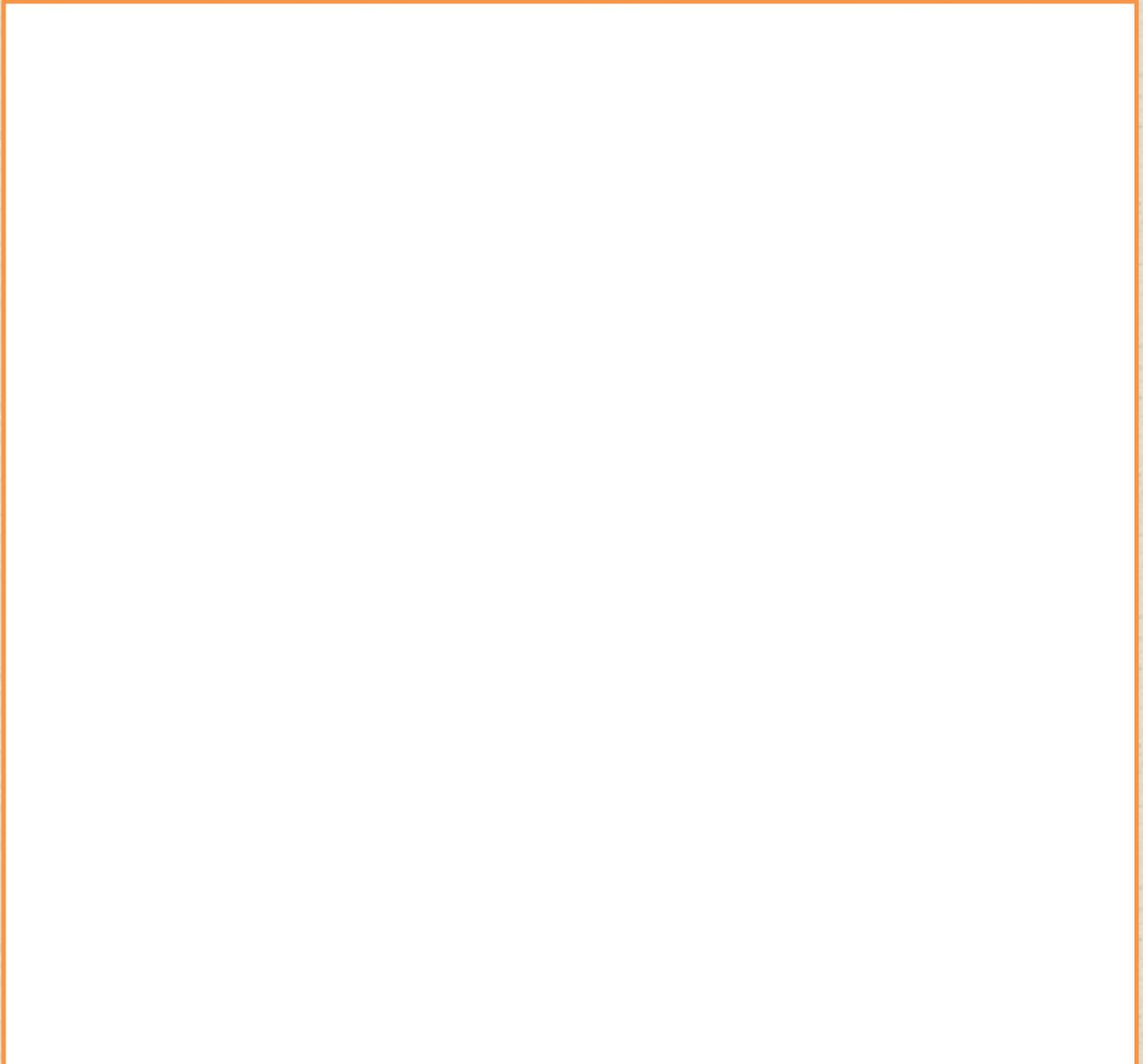
Directions: Write down the number of items you would need if you were a cowboy or cowgirl.

If I were a cowboy or cowgirl I would need to bring 1 hat, _____

Hat Boots Bandana Rope Bed Roll Saddle Chaps Canteen

If I Were A Cowboy or Cowgirl

Draw yourself as a cowboy or cowgirl.



DCWM Seek and Find (Painting)

Directions: Tour the upstairs galleries. Select a painting featuring cowboys. Look at the painting and put a check in the box for each item shown. Add up the items found and write the total.

Name of Painting _____



Cowboy Hats



Cowboy Boots



Chaps



Rope



Saddle



Bandana



Bed Roll



Canteen

Total cowboy items found _____

Discuss your findings with your teacher, parent or DCWM volunteer.

DCWM Cowboy Seek and Find (Gallery)

Directions: Select one of upstairs galleries to tour and find examples of the following cowboy items. Put a tally mark for each item found. Add the total and write it in the box after touring the gallery. Discuss your findings with your teacher, parent or DCWM volunteer.



Cowboy Hats _____



Cowboy Boots (Pairs) _____



Chaps _____



Rope _____



Saddle _____



Bandana _____



Bed Roll _____



Canteen _____

Additional Resources

History Channel: Cowboys <http://www.history.com/topics/cowboys>

PBS: The West <http://www.pbs.org/weta/thewest/program/episodes/five/cowboys.htm>

Cowboy Kids app <https://itunes.apple.com/us/app/cowboy-kids-games-alphabet/id693111926?mt=8>

The Little Cowboy

Sung to: "I'm a little teapot"

I'm a little cowboy. Here is my hat (point to self, then to hat)

Here are my spurs (point to your heels)

And here are my chaps (pat legs)

As soon as I get up, (stretch, pretend to wake up)

I work all day (pretend to lasso a cow)

I get on my horse (pretend to get on a horse)

And ride away. (Pretend to gallop on a horse)

Original Author Unknown

<http://www.preschooleducation.com/swestern.shtml>

Desert Caballeros Western Museum exhibits in the upstairs galleries and Cultural Crossroads Learning Center rotate throughout the year including pieces in our permanent collection. Refer to our website calendar for exhibit schedules and special events. The downstairs historical displays are available for viewing year round.

School tours of the museum are always FREE! Ask about our docent lead tour, student activities led by our museum staff and self-guided audio tour. Boyd Ranch reservations are available during the winter months.

Call and sign up for a school tour today!
